

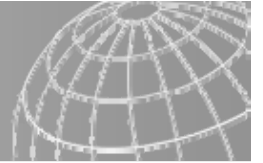
# A regional Approach to the Enhancement of Practical Vocational Competences of TVET Teachers – Challenges and Perspectives

**Third International Congress on TVET**  
**Session 3: Achieving better teaching and learning**  
Shanghai, 15 May 2012

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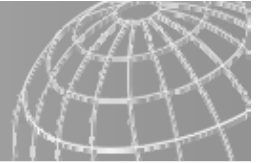


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Steering Committee, Regional Cooperation Platform (RCP) for Vocational Teacher  
Training and Education in Asia



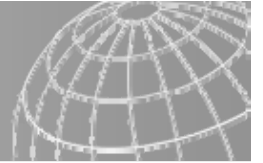
## Content

- Necessity of on-going TVET-Reform in Asia
- Vocational teacher education has to be enhanced
- Vocational teachers act as “agents of change”
- Regional co-operation of universities in bottom-up approach
- Regional integration processes as framework



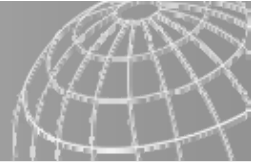
## ASEAN dynamic economic region

- Economic integration through ASEAN and free trade agreement with China
- Fast economic growth in the region with all partner countries at differing stages of development
- Continuous growing demand for qualified workers and growing mobility of work force
- In line with AFTA 2015 and processes of integration and harmonization



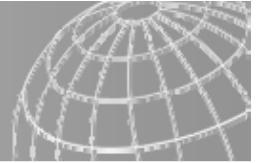
## Reforming and harmonizing TVET-systems

- Vocational training in most countries does not meet the demand regarding practical vocational competences
- UNESCO initiative “reform review of TVET system” is welcomed
- Common regional standards for TVET must be set up as a common guideline
- Focus has to be set on the reform of vocational teacher education



## RCP aims at Reform of VTE-Systems

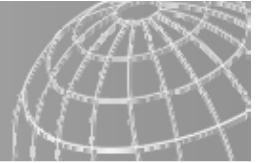
- Seven universities from China, Thailand, Indonesia, Laos and Vietnam joined the Regional Co-operation Platform (RCP)
- Teachers function as multipliers: “teachers teach the way they were taught!”
- We exchange best-practice, strengthen our research capacities and change our teaching methods
- We need to focus on TVET-teachers with a broad range of practical competences from the world of work
- In order to change the TVET-Systems we need teachers to act as “agents of change”



## Approach to a reform policy of VTE

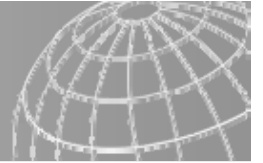
What is the correct solution for the lack of practical competences?

- Study programme at bachelor level addressing experts from the world of work
  - 1) extra-occupational
  - 2) blended-learning-concept
  - 3) recognition of prior learning experiences
  - 4) eased study admission
- Time frame before this program has an effect on the labour market is approximately 10 years



## Consequences for institutions and policy makers

- As a university offering VTE please feel free to contact us and join up
- Recommendations for policy makers:
  - 1) Support our approach with adequate reform processes
  - 2) Facilities at universities have to be strengthened to improve the teaching at our institutions
  - 3) Improved conditions for research in the field of TVET and VTE will lead to a sustainable improvement of the entire system



**Thank you very much for  
your attention! 😊**

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